

KY SPDG Update



CCR

College and Career Readiness



State Personnel Development Grant

Goal 2

To better prepare students with low incidence disabilities to reach proficiency and graduate from high school ready for college and careers through increased and enhanced **academic achievement**, **communication capacity**, and **transition opportunities**.



Specific Purposes

College and Career Readiness Initiative

1. To help KY define and measure college and career readiness for students with low incidence disabilities
 - Assessment and Accountability Model
2. To formalize a transition to postsecondary model for students with IEPs remaining in high school until the age of 21
 - Transition to Post-Secondary Model (Instructional Model)
3. To enhance the capacity of low incidence and transition specialists



CCR Assessment & Accountability Workgroup Charge

- Define and Measure CCR for students participating in the Alternate Assessment
- Align a College and Career Ready (CCR) model
- Utilize evidence based practices
- Incorporate tools/practices currently in use



CCR ASSESSMENT & Accountability Model

Accountability Model for Students Participating in General Assessment				
College Ready: Must meet benchmarks on one of following	Career Ready: Must meet benchmarks for one requirement in Career Academic area and must meet one requirement in Career Technical area		Bonus: College AND Career Ready Must meet at least one from each area	
College Ready	Career Ready Academic	Career Ready Technical	College Ready Academic	Career Ready Technical
ACT	Armed Services Vocational Aptitude Battery (ASVAB) ACT Work Keys (Applied Math, Locating Information, and Reading for Information)	Kentucky Occupational Skills Standards Assessment (KOSSA)	ACT or COMPASS or KYOTE	KOSSA
COMPASS				
KYOTE		Industry Certificates	NOTES: (1) By meeting College Ready Academic definition, student does not have to take additional tests of ASVAB or Work Keys for bonus area (2) For accountability purposes, the bonus shall not allow the readiness percentage to exceed 100%	Industry Certificates



Current CCR Assessment & Accountability Model-AA

Next-Generation Learners Inclusion of Alternate Assessment Student Scores			
	Elementary	Middle School	High School
COLLEGE/CAREER READINESS Used in calculation: Percentage of students career ready	N/A	Benchmarks from Transition Attainment Record at grade 8 will be used for college/career measure. **English/Reading-17 Mathematics-15	Benchmarks from Transition Attainment Record at grade 11 will be used for a college/career measure. **English/Reading-19 Mathematics-16



CCR ASSESSMENT & Accountability Model

Accountability Model for Students Participating in General Assessment				
College Ready: Must meet benchmarks on one of following	Career Ready: Must meet benchmarks for one requirement in Career Academic area and must meet one requirement in Career Technical area		Bonus: College AND Career Ready Must meet at least one from each area	
College Ready	Career Ready Academic	Career Ready Technical	College Ready Academic	Career Ready Technical
ACT COMPASS KYOTE	Armed Services Vocational Aptitude Battery (ASVAB)	Kentucky Occupational Skills Standards Assessment (KOSSA)	ACT or COMPASS or KYOTE	KOSSA
	ACT Work Keys (Applied Math, Locating Information, and Reading for Information)	Industry Certificates	NOTES: (1) By meeting College Ready Academic definition, student does not have to take additional tests of ASVAB or WorkKeys for bonus area (2) For accountability purposes, the bonus shall not allow the readiness percentage to exceed 100%	Industry Certificates

Accountability Model for Students Participating in Alternate Assessment				
College Ready: Must meet TAR benchmarks	Career Ready: Must meet ESAR benchmarks and obtain a CWEC		Bonus: College AND Career Ready Must meet each area	
College Ready	Career Ready Academic	Career Ready Technical	College Ready Academic	Career Ready Technical
Transition Attainment Record (TAR)	Employability Skills Attainment Record (ESAR) (is based on the foundational academic and employability skills identified by business and industry for the Kentucky Occupational Skills Standards Assessment KOSSA)	Career Work Experience Certification (CWEC) (is based on the foundational academic and employability skills identified by business and industry for the Kentucky Occupational Skills Standards Assessment KOSSA)	Transition Attainment Record	Employability Skills Attainment Record Career Work Experience Certificate

Note: The proposed Model for Students Participating in the Alternate Assessment is still draft and not yet approved by the Kentucky Department of Education.



CCR Definitions

- What does “College Ready” mean for a student participating in the alternate assessment?
- What does “Career Ready” mean for a student participating in the alternate assessment?

Career Readiness Accountability Model for Students on Kentucky's Alternate Assessment

Accountability Model for Students Participating in Alternate Assessment				
College Ready: Must meet TAR benchmarks	Career Ready: Must meet ESAR benchmarks and obtain a CWEC		Bonus: College AND Career Ready Must meet each area	
College Ready	Career Ready Academic	Career Ready Technical	College Ready Academic	Career Ready Technical
Transition Attainment Record (TAR)	Employability Skills Attainment Record (ESAR) <small>(is based on the foundational academic and employability skills identified by business and industry for the Kentucky Occupational Skills Standards Assessment KOSSEA)</small>	Career Work Experience Certification (CWEC) <small>(is based on the foundational academic and employability skills identified by business and industry for the Kentucky Occupational Skills Standards Assessment KOSSEA)</small>	Transition Attainment Record	Employability Skills Attainment Record
				Career Work Experience Certificate

Note: The proposed Model for Students Participating in the Alternate Assessment is still draft and not yet approved by the Kentucky Department of Education.

College Ready

TRANSITION ATTAINMENT RECORD – GRADE 11

Kentucky Alternate Assessment, 2012-13

READING/LANGUAGE ARTS

Standard: R. HS.2

Analyze how characters develop over the course of a text, interact with other characters, and advance the plot.

Item number		Does not demonstrate	Developing/ supported	Independently mastered	Documentation of performance is located:
1.	The student is able to identify at least one way in which an author develops a character over the course of a text (e.g., dialogue, action, or description).	0	1	2	<input type="radio"/> AAAF <input type="radio"/> ILP <input type="radio"/> Student's working folder <input type="radio"/> Other _____ <input type="radio"/> No previous documentation
2.	The student is able to identify how a character develops over the course of a text.	0	1	2	<input type="radio"/> AAAF <input type="radio"/> ILP <input type="radio"/> Student's working folder <input type="radio"/> Other _____ <input type="radio"/> No previous documentation
3.	The student is able to identify how the characters interact with one another in a text.	0	1	2	<input type="radio"/> AAAF <input type="radio"/> ILP <input type="radio"/> Student's working folder <input type="radio"/> Other _____ <input type="radio"/> No previous documentation
4.	The student is able to explain how the characters develop in order to <u>advance the plot</u> .	0	1	2	<input type="radio"/> AAAF <input type="radio"/> ILP <input type="radio"/> Student's working folder <input type="radio"/> Other _____ <input type="radio"/> No previous documentation
5.	The student is able to provide examples of how the characters interact with one another in order to <u>advance the plot</u> .	0	1	2	<input type="radio"/> AAAF <input type="radio"/> ILP <input type="radio"/> Student's working folder <input type="radio"/> Other _____ <input type="radio"/> No previous documentation

Career Ready: Academic

Employability Skills Attainment Record (ESAR)

Personal Qualities and People Skills: Positive Work Ethic

Standard		Does not demonstrate/ No evidence	Developing with full range of prompting hierarchy (physical, modeling, gesturing, verbal)	Developing with assistance (fading prompts with no physical prompts)	Developing with reminders	Self-Directed/ Independent	Suggestions for Evidence:
EA 001	Uses directions provided for completing a job/task	0	1	2	3	4	<input type="checkbox"/> Report of Intake and progress Interviews with staff <input type="checkbox"/> Workplace performance evaluations <input type="checkbox"/> Behavioral Checklists <input type="checkbox"/> Other ____
EA 002	Keeps up with personal belongings and tools at school and work	0	1	2	3	4	
EA 003	Arrives on time and maintains punctuality at school and work	0	1	2	3	4	
EA 004	Maintains good attendance at school and work	0	1	2	3	4	
EA 005	Assumes responsibility for behavior and actions at the worksite (e.g., manages emotions)	0	1	2	3	4	
EA 006	Exhibits a good outlook toward work assignments	0	1	2	3	4	
EA 007	Meets work standards for the amount of work to complete and how well it is done	0	1	2	3	4	



ESAR Skill Areas

Personal Qualities and People Skills	Foundational Academic Skills	Workplace Knowledge Skills
Positive Work Ethic	Speaking and Listening	Technical Literacy
Integrity	Reading and Writing	Critical Thinking and Problem Solving
Teamwork	Mathematics	Health and Safety
Self-Representation		Job Acquisition and Advancement
		Time, Task, and Resource Management



KOSSA → ESAR

Reviewed Kentucky Occupational Skill Standards (KOSSA) and pulled those skill standards that appeared salient for population of youth participating in Alternate Assessment

Cross-walked identified, salient KOSSA with US Department of Labor's Office of Disability Employment Policy's Skills to Pay the Bills research and curriculum (2012)



Career Ready: Technical Kentucky Career Work Experience Certification

- Provides opportunity for student demonstrations of practical knowledge and skills
- Utilizes community based school-business partnerships
- Includes three phases:
 - Person Centered Planning
 - Career Exploration
 - Work-based Learning



Kentucky Career Work Experience Certification Model

Student exits with same age peers

Grade 10	Grade 11	Grade 12	Grade 13	Grade 14
16	17	18		
Referral to OVR and/or other Adult Service Supports (e.g. Michelle P. Waiver)	CWEC meeting at start of school year	CWEC team meets at start of school year		
Determine who needs to be invited to ARC meeting to discuss postsecondary transition needs	Explore student interests, needs, strengths	Begin targeted job placement based upon results of Exploration in Grade 11		
Hold ARC meeting to discuss postsecondary transition needs and college and career readiness (including Work-Based Learning Certificate)	“Match” job placements with student interests/skills	Job Placement prior to high school exit Referral for Supported Employment Employability Skills Attainment Record (ESAR)		
	Job Shadowing			
Referral for Michele P (if not already done)	Minimum of 3 internships			
	ARC Meeting to review postsecondary transition needs	ARC Meeting to review postsecondary transition needs		
	Develop student plan for off campus instruction	Develop student plan for off campus instruction		

Student stays until 21

		19	20	21
		Referral to OVR and/or other Adult Service Supports (e.g. Michelle P. Waiver)	CWEC Certificate meeting at start of school year	CWEC Certificate meeting at start of school year
		Determine who needs to be invited to the ARC meeting to discuss postsecondary transition needs	Explore student strengths, needs, interests	Begin targeted job placement based upon results of Exploration in Grade 13
		Hold ARC meeting to discuss postsecondary transition needs and college and career readiness (including CWEC)	“Match” job placements with student interests/skills	Job Placement prior to high school exit
		Develop student plan for off campus instruction	Job Shadowing	
			Minimum of 3 internships	Referral for Supported Employment
			ARC Meeting to review postsecondary transition needs	Employability Skills Attainment Record (ESAR)
			Develop student plan for off campus instruction	ARC Meeting to review postsecondary transition need

1st Draft



Additional Products Developed

In Draft:

- Introduction/Rational
- Frequently Asked Questions
- Glossary



CCR AA Workgroup: Next Steps

- Finalize Products

 - CCR Model

 - ESAR

 - CWEC Process

- Introduction/Rationale, FAQs, & Glossary

- Secure Approval of KDE Leadership

- Pilot the Model

- Establish Methods for Benchmarking the ESAR

- Develop Fidelity Instruments



What skills or knowledge
do students with
significant cognitive
disabilities need to be
college or career ready?

2. Transition to Post-Secondary Model (Instructional) Model

Accountability Model for Students Participating in Alternate Assessment				
College Ready: Must meet TAR benchmarks	Career Ready: Must meet ESAR benchmarks and obtain a CWEC		Bonus: College AND Career Ready Must meet each area	
College Ready	Career Ready Academic	Career Ready Technical	College Ready Academic	Career Ready Technical
Transition Attainment Record (TAR)	Employability Skills Attainment Record (ESAR) <small>(is based on the foundational academic and employability skills identified by business and industry for the Kentucky Occupational Skills Standards Assessment KOSSA)</small>	Career Work Experience Certification (CWEC) <small>(is based on the foundational academic and employability skills identified by business and industry for the Kentucky Occupational Skills Standards Assessment KOSSA)</small>	Transition Attainment Record	Employability Skills Attainment Record Career Work Experience Certificate

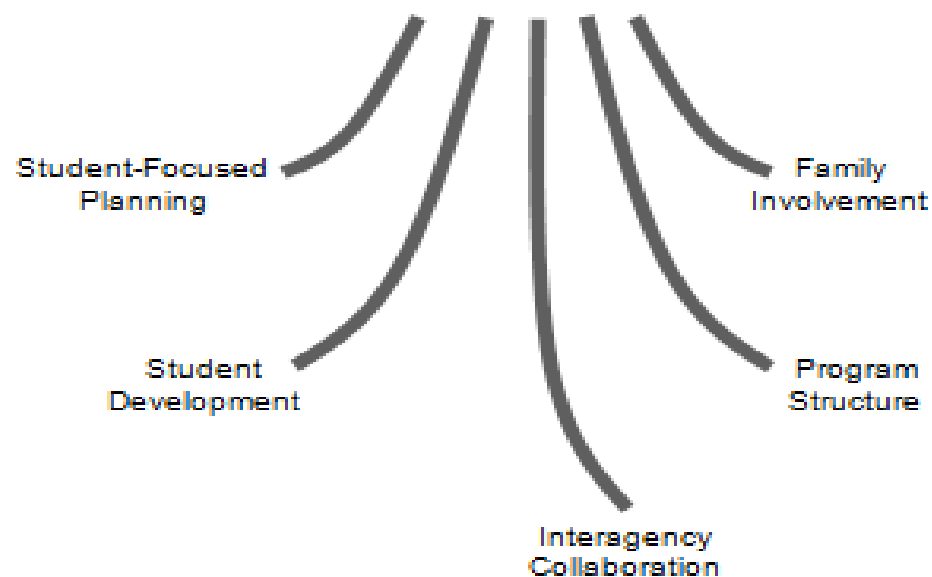
Note: The proposed Model for Students Participating in the Alternate Assessment is still draft and not yet approved by the Kentucky Department of Education.

What Needs to be Implemented Instructionally for a Student with Significant Cognitive Disabilities to be College Ready – Career Ready Academic-Career Ready Technical?

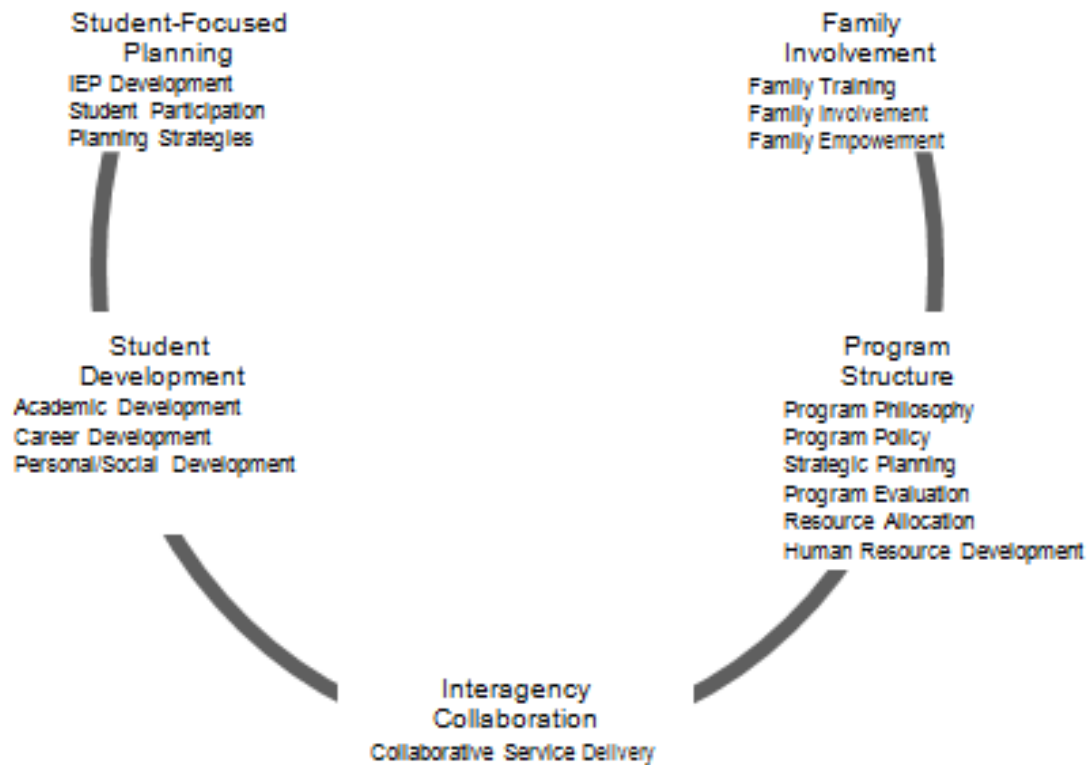
The Instructional Curriculum Will Go Beyond the Assessment & Accountability Model		
College Ready	Career Ready Academic	Career Ready Technical
↕	↕	↕
Instruction	Instruction	Instruction



The
TAXONOMY
for
TRANSITION
PROGRAMMING



TAXONOMY for TRANSITION PROGRAMMING





Structure for Developing the Instructional Model

Taxonomy

Program Attributes

Student Development

Program Structure

Determine Student Transition Competencies

- *Academic Development
- *Career Development
- *Personal/Social Development

Align Student Transition Competencies with Alt K-PREP Standards

Develop Course of Study Descriptions

- *Academic courses with transition competencies embedded
- *Employability Specific Courses (CBI, work-based & experiential)
- *Self-determination Course

Develop a "TASKS"-like document-WIKI

develop instructional frameworks, resources, locations for competencies, aligned with Course of Study at high school level



Draft Schema for CCR Instructional Resources

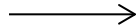
Course of Study for Alternative Diploma



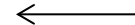
Course #s and Descriptions



**EFAS-AA
Standards**



**EFAS-AA Content
Connectors**



**EFAS-AA
Progression
Framework**




Draft EFAS-AA Progressions

Positive Work Ethic

Uses Directions provided for completing a job/task

Primary	Intermediate	Middle School	High School
Follows simple verbal directive	Follows simple written directions	Follows multi-step written directions to complete tasks	Follows multi-step directions within a career pathway

 Steps up with personal belongings and tools at school and work

Primary	Intermediate	Middle School	High School
Keeps personal belongings in designated location (i.e., coats, backpack)	Keeps personal and school supplies in designated location (i.e., desk, locker, cubby)	Arrives in class/community setting with necessary materials/tools	Arrives at work/training site (i.e., school, community) with necessary belongings, materials and tools

Arrives on time and maintains punctuality at school and work

Primary	Intermediate	Middle School	High School
Transitions to each school activity within set time	Transitions to each school activity within set time	Transitions to each class/activity/community setting within set time	Transitions to each class/activity/community setting/worksites within set time



3. Enhancing the Capacity of Low Incidence and Transition Specialists

Create and support the capacity of Co-ops to work with their regional postsecondary programs to increase the use of these settings for providing academic instruction in more natural environments for students remaining in school until they are 21



Capacity Building

- Consultant representation on workgroups
- Development of consultant competencies related to the project activities
- Needs Assessment of Co-op transition and low incidence consultants in the areas of facilitating college and career opportunities for students with low incidence disabilities
- Use assessment results to inform the content of trainings and coaching to occur with Co-op consultants
- Ongoing communication and updates



Other Project Activities

- Develop Usability site
 - Increase sites in regions
- Develop training related to both CCR models
- Roll out training and usability sites via regional teams/cohorts
 - District administrators and staff at sites will be trained and coached
- Develop of fidelity tools
- Collect of fidelity of intervention data
- Develop of CCR Training Modules for infusion into IHE MSD coursework or stand-alone transition course
- Share materials, training videos, examples via website



Input About CCR Models

You may use your computer, cell phone or iPad

Go to www.socrative.com

Enter Room Number **321088**

Complete the short answer questions